

DOCUMENT RESUME

ED 298 014

SO 019 002

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TITLE Report of the Social Studies Task Force.
INSTITUTION Colorado State Dept. of Education, Denver. Office of
Federal Relations and Instructional Services.
PUB DATE 12 Apr 84
NOTE 23p.; For related document, see SO 019 003.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports -
Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Development; Elementary Secondary
Education;; Program Descriptions; Program Guides;
Program Proposals; *Social Studies; State Curriculum
Guides; State Programs; Teacher Education Programs
IDENTIFIERS *Colorado; *Task Force Approach

ABSTRACT

In 1982 the Colorado Board of Education directed the State Board of Education to organize task forces to address a variety of state educational needs. This report, presented by the Social Studies Task Force, explains the group's purposes and concerns, provides a social studies definition, and outlines the Colorado grades K-12 social studies program in terms of knowledge, skills, and attitude competencies. Examples of the use of conceptual, topical, and chronological instructional approaches are provided for elementary, middle/junior high, and senior high school classes. Recommendations are provided for: (1) a nine-step school district social studies evaluation process; (2) social studies high school graduation requirements; and (3) social studies teacher preparation programs. Eleven specific recommendations target changes or additions to local school district and state level policies and procedures. Implementation suggestions are provided, and charts are included. (JHP)

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REPORT ON THE SOCIAL STUDIES TASK FORCE

April 12, 1984

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CHARGE TO THE SOCIAL STUDIES TASK FORCE

In 1982 the Colorado Board of Education directed the State Department of Education to organize task forces to address a variety of concerns about education in the State of Colorado. The Social Studies Task Force was appointed in the summer of 1983 and began meeting in August of that year. Nine meetings were held to address the "charge" given to the task force. The final report will be presented to the State Board of Education in March, 1984.

The Social Studies Task Force was charged by the Colorado Board of Education to respond to the following items:

1. to provide recommendations on those provisions in the various national reports related to social studies;
2. to recommend appropriate high school graduation requirements;
3. to address basic student competencies: K-12;
4. to identify assessment practices that could best evaluate student progress and achievement;
5. to recommend changes in teacher education programs that would strengthen the preparation of future teachers;
6. to address the updating of teacher skills;
7. to examine competencies for students at the functional level; for students entering business and industry; for students entering college/university;
8. to suggest ways of implementing recommendations from the task force.

COMMON CONCERNS FROM THE NATIONAL REPORTS AND STUDIES

In reviewing national reports and studies*, the Social Studies Task Force has identified the following areas of common concern:

- . the need to more effectively recruit, train and evaluate teachers and adequately pay outstanding teachers;
- . the need for public educators to develop closer ties to the private sector and to parents and the community;
- . the need for additional graduation requirements in the basic core areas including the social studies;
- . the need for more emphasis on skill development, in particular the higher level skills of critical thinking, analytical decision-making and problem-solving;
- . the need to promote more active participation by students in their learning;
- . the need to provide all students with equal educational opportunities;
- . the immediate need to increase support for the teaching of science and mathematics.

We agree with the College Board which urged schools to give equal weight to the humanistic and scientific aspects of education. We further agree with John Goodlad's statement that "the ultimate purpose of education is to teach citizenship, civility, and creativity." Finally, A Nation at Risk acknowledges that "knowledge of the humanities...must be harnessed to science and technology if the latter are to remain relevant to the human conditions."

It is the perception of the Social Studies Task Force that most of the reports and studies reviewed place emphasis upon science and mathematics at the expense of other parts of the curriculum, including social studies.

The Social Studies Task Force members welcome the opportunity to reassess the status of social studies education in the State and to respond to the major challenges identified in the national reports.

*A Nation at Risk: The Imperative for Educational Reform; Carnegie Foundation for the Advancement of Teaching; College Board, Project Equality Academic Preparation for College: What Students Need to Know and Be Able to Do; Campaign for Quality: An Education Agenda for the 80's; Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools; A Place Called School.

THE SOCIAL STUDIES: A DEFINITION

Social Studies is the study of the relationships of human beings to their social and physical world. Social Studies is the only area of study which has as its primary responsibility the teaching of human interaction in the family, neighborhood, state, country and the world. Social Studies contributes to a student's meaningful and positive participation in each of these communities. This is accomplished through the development of knowledge, skills and attitudes essential for responsible, productive citizenship.

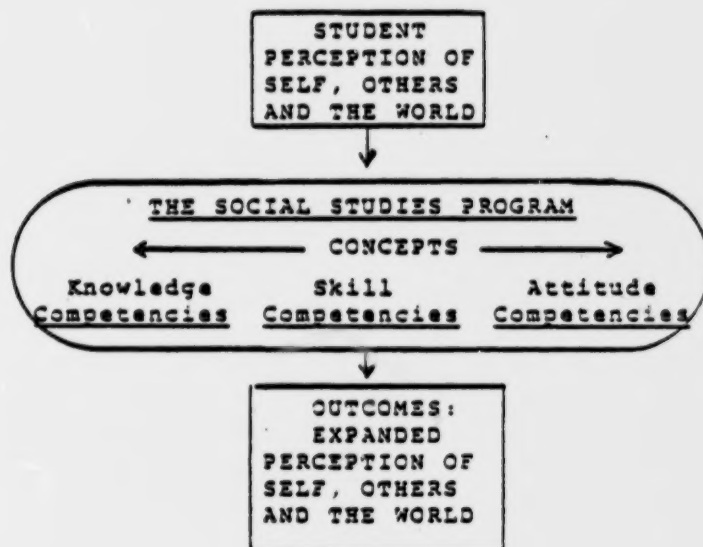
Knowledge in social studies is drawn from the study of anthropology, economics, geography, history, political science, psychology and sociology. Skills acquired through social studies enable an individual to replenish knowledge as previous information becomes outdated and inconsequential. Social studies provides a student opportunities to learn ways of thinking, believing and acting that have the potential for developing positive attitudes that will improve the quality of life for himself as well as for others. Effective social studies programs provide for the acquisition of knowledge, the development and use of skills and the awareness of attitudes, beliefs and values necessary for global understanding.

Social studies education cannot exist in a vacuum. The curriculum must provide for an integration of school learning with practical experiences. The community provides a resource-base for students to extend their social studies knowledge, skills and attitudes. Social studies is the one discipline committed to social interaction.

THE SOCIAL STUDIES PROGRAM

The diagram below outlines and defines the necessary components of any K-12 social studies program. In moving from this general outline to a specific district program, two considerations must be kept in mind. First, any social studies curriculum needs to have some structure or approach for transmitting knowledge, skills and attitudes. Possible organizing structures include conceptual, topical and chronological approaches. Secondly, any social studies program must increase student understanding of the basic concepts of social studies. These concepts include culture, interdependence, change, power, citizenship, scarcity, justice, conflict, participation and diversity.

Decisions about how these are specifically put into practice is a matter to be decided by social studies professionals at the local school district level. However, both elements - structure and concepts - must be present for promoting effective student learning in the social studies.



Outcomes.....demonstrated competencies of social studies knowledge, skills and attitudes
Competencies...an application of social studies skills and knowledge
Concepts.....the broadest learnings of social studies that are timeless in nature
Knowledge.....the specific body of information that pertains to the concepts of social studies
Skills.....the tools for the acquisition and appreciation of the knowledge and attitudes of social studies
Attitudes.....values and judgments associated with the knowledge and skills of social studies

COMPETENCIES - KNOWLEDGE

Knowledge or content in the K-12 social studies program is drawn from seven disciplines: Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology.

- Anthropology.....knowledge of various ways of living;
knowledge of major influences affecting cultures
- Economics.....knowledge of various economic systems
and general economic principles
- Geography.....the knowledge of physical features of
the Earth and the relationship of
people to the environment
- History.....knowledge of people and events through
time; knowledge of the past in relation
to the present and the future
- Political Science.....knowledge of principles of government
and political systems
- Psychology.....knowledge of physical, emotional,
cognitive and perceptual development
as it applies to the individual
- Sociology.....knowledge of human behavior in groups

COMPETENCIES - SKILLS

Skills are necessary for the acquisition and development of social studies knowledge and attitudes. Many skills are specific to the social studies, while many others are shared with such disciplines as math, science and language arts. The unique contribution of social studies is the emphasis on skills that enable greater self-awareness and more effective interaction with others. Skills listed below must be taught throughout grades K-12 at the appropriate developmental level of students.

<u>GENERAL SKILL AREAS</u>	<u>EXAMPLES OF SPECIFIC ABILITIES</u>
Information Gathering	-to use the computer as an information gathering tool -to use the library as a source of information -to gather information from television, newspapers and other media sources -to read primary and secondary source materials -to gather information from graphic sources (pictures, cartoons) -to read and interpret maps, globes, charts and graphs -to use surveys and personal observation as sources of information -to interpret artifacts
Critical Thinking	-to identify main issues -to draw inferences from a variety of data -to make distinctions between values, facts and opinions -to interpret, analyze, synthesize and evaluate data -to analyze cause and effect -to establish, test and revise hypotheses
Written and Oral Expression	-to express thoughts in essay and oral forms -to develop logical arguments -to participate in discussions and use appropriate listening skills -to summarize data -to be proficient in test-taking

COMPETENCIES - SKILLS (cont)

<u>GENERAL SKILL AREAS</u>	<u>EXAMPLES OF SPECIFIC ABILITIES</u>
Creativity	-to be able to effectively brainstorm -to think fluently and in a flexible manner -to make generalizations -to formulate new concepts -to express ideas innovatively and artistically
Decision-Making	-to identify a problem -to identify alternative solutions and logical consequences -to make reasoned choices -to evaluate decisions
Valuing	-to identify value conflicts -to be able to defend a moral or ethical position -to recognize differing value systems -to identify values clarification processes
Human Relations	-to listen to the opinions of others -to respond appropriately to others and accept constructive criticism -to view the situations of others empathetically -to demonstrate an appreciation for life and property -to recognize the diversity of others -to develop the ability to use various conflict resolution processes
Participation	-to work effectively in groups -to persuade, compromise and bargain -to demonstrate patience and perseverance -to ask questions of others and clarify opinions -to demonstrate commitment to a group process

COMPETENCIES - ATTITUDES

Attitudes can be defined as values and judgments associated with the knowledge and skills of social studies. It is necessary for each generation to learn the values and attitudes that form the fundamental basis of that society. The following are examples of attitudes developed and/or reinforced by the social studies:

- . an appreciation of the interdependent nature of human existence;
- . a tolerance of and respect for the customs, values and problems of people;
- . a commitment to human dignity, justice and democratic processes;
- . a commitment to the ideals, institutions and traditions of the United States;
- . a willingness to analyze the ideals, institutions and traditions of the United States and other nations;
- . an appreciation of the need for wise use of the world's limited resources;
- . an appreciation that individuals, groups and nations have differing perceptions, priorities and values;
- . a commitment to the reality of change and the responsibilities that accompany change.

ORGANIZING STRUCTURES FOR THE SOCIAL STUDIES CURRICULUM

The structuring of the K-12 social studies program is the responsibility of professional educators at the local school level. The members of the Social Studies Task Force have provided listings of skills, areas of knowledge and attitudes crucial to a sound program. The scope is clearly indicated. Specific sequencing of knowledge, skills and attitude development can be identified through an examination of many sources.

The members of this task force identified three possible structures for organizing a social studies program: conceptual, topical and chronological. An abbreviated example of each approach is provided to illustrate how each might serve to organize the scope of the social studies program, K-12.

EXAMPLE #1: CONCEPT

Concepts can serve as the organizers for sequential development of knowledge, skills and attitudes in the K-12 social studies program. One of the basic concepts of the social studies is Interdependence. This example illustrates how knowledge, skills and attitudes drawn from the various disciplines of the social studies contribute to the development of the understanding of Interdependence.

INTERDEPENDENCE

Level	Knowledge	Skills	Attitudes
Elementary School	Identify the roles of members in a family. (Sociology)	Describe your role in your family. (Written and Oral Expression)	Appreciate the value of various roles in the family.
Middle/Junior High School	Identify resources of Colorado. (Economics/Geography)	Describe a problem that is associated with the use of one Colorado resource. (Decision-Making)	Appreciate the value of Colorado's resources to the U.S.
Senior High School	Cite the components of culture. (Anthropology)	Compare various world cultures. (Information Gathering/Critical Thinking)	Appreciate cultural uniqueness.

STRUCTURES FOR SOCIAL STUDIES CURRICULUM (cont.)

EXAMPLE #2: TOPIC

A topical organizing structure requires the identification of topics drawn from the seven disciplines of the social studies. Knowledge, skills and attitudes would then be selected to ensure the sequential development (understanding) of the topics. This example illustrates how knowledge, skills and attitudes might be organized to develop understanding of the Role of Government in society.

ROLE OF GOVERNMENT

Level	Knowledge	Skills	Attitudes
Elementary School	Identify family or school rules.	Explain why rules are necessary. (Critical Thinking/Oral and Written Expression)	Appreciate the need for rules.
Middle/Junior High School	Identify the structure of the three branches of government.	Compare the role of each branch of government to the others. (Critical Thinking/Oral and Written Expression)	Acceptance of the "separation of powers" concept.
Senior High School	Identify different types of governments.	Compare a democracy with a military dictatorship. (Critical Thinking/Oral and Written Expression)	Acceptance of the advantages and disadvantages of various types of governments.

STRUCTURES FOR SOCIAL STUDIES CURRICULUM (cont.)

EXAMPLE #1: CHRONOLOGY

In a chronological organization of content, knowledge and skills are presented and applied in order to develop understandings and attitudes about identified topics and/or concepts from the perspective of a particular time period. This example does not imply that particular time periods are reserved for study at particular levels.

AMERICAN HISTORY

Level	Knowledge	Skills	Attitudes
Elementary School	Identify sources of conflict between colonists and Native Americans from 1607 to 1890.	Describe a conflict from the point of view of a Native American. (Written and Oral Expression/Human Relations)	Appreciate the differences of various perceptions in a conflict situation.
Middle/Junior High School	Identify conflicting points of view that developed between the sections of the U.S. from 1820 to 1960.	Describe how compromise was used (or could have been used) to resolve a conflict in the U.S. in the 1950's. (Critical Thinking/Oral and Written Expression)	Appreciate various points of view and reflect a willingness to analyze different perceptions.
Senior High School	Cite evidence of conflicting American interests in the issues of U.S. neutrality in 1914 and 1939.	Develop a position statement for or against U.S. neutrality in 1914. (Critical Thinking/Creativity/Valuing)	Appreciate the responsibilities of leadership; reflect a tolerance for differing priorities.

EVALUATION OF SOCIAL STUDIES PROGRAMS

Each school district has the responsibility to review and evaluate its present and future social studies program. This evaluation should be a cooperative effort involving social studies teachers, students, parents and the community. Because the social studies program encompasses a variety of competencies, the assessment strategies must be sufficiently flexible to examine changing student behaviors. Evaluation that relies solely on paper and pencil tests is inadequate. The following process is suggested by the Social Studies Task Force for the continuing evaluation of social studies programs:

1. adoption of rationale and goal statements;
2. adoption of K-12 objectives in the areas of knowledge, skills and attitudes;
3. ensuring mastery of objectives at every level by:
 - a) the development and administration of criterion-referenced tests--both teacher-observable and paper and pencil--at the elementary, middle/junior and high school levels,
 - b) the selection and administration of standardized tests at the elementary, middle/junior and high school levels;
4. periodic review of research related to teacher effectiveness within the social studies;
5. periodic surveys of teacher, student and parent attitudes toward social studies;
6. monitoring political, social and economic trends to provide on-going direction for basic concepts;
7. monitoring time allocation and level of student participation in social studies and related activities, especially in the elementary school grades;
8. periodic assessment of the K-12 social studies program;
9. recommending program improvement based on evaluation data.

RECOMMENDED SOCIAL STUDIES REQUIREMENTS FOR HIGH SCHOOL
GRADUATION

The Social Studies Task Force recommends that three years of social studies courses be required during grades 9-12. The content of each course must have a significant emphasis on contemporary global issues so students better understand the world in which they live. Sequencing of these requirements should be determined by local districts to meet the needs of their students. Based on their needs and interests, students should be encouraged to take courses beyond these requirements.

- REQUIREMENT: United States History - 1 year
Within the course the following will be studied: history, government and Constitution, geography, economics and cultures of the United States.
- REQUIREMENT: World History/Global Studies - 1 year
Within the course the following will be studied: history, government, geography, economics and cultures of the world.
- REQUIREMENT: United States Government - 1 semester
This course will include all functions of government at all levels.
- REQUIREMENT: Elective - 1 semester
The semester elective requirement will be selected from anthropology, economics, geography, history, psychology or sociology.

In order for a democracy to thrive, all members must be informed and participating citizens. Social studies is the area of the curriculum designed to prepare students for this outcome. One charge of the Social Studies Task Force was to examine the need to prepare students to be: a) functional in our society, b) prepared for entry level jobs in business and industry, and c) adequately prepared for college entrance. This task force recommends that regardless of post-high school goals, all students must meet high school graduation requirements listed above. Districts that desire a competency test should use a test based upon locally identified objectives.

RECOMMENDED SOCIAL STUDIES TEACHER PREPARATION PROGRAM

Social Studies encompasses numerous disciplines and no undergraduate student should be expected to develop an expertise in all of the social studies disciplines. The following graduation requirements are based on the premise that a prospective social studies teacher needs both a breadth and depth of content knowledge. By encouraging completion of courses in each content area, the student has an opportunity to prepare to teach several particular disciplines.

The recommended course of study has an emphasis on United States and World Studies because those are the topics a secondary teacher is most likely to teach. We strongly encourage any prospective social studies teacher to become familiar with all the social studies disciplines. In so doing, the teacher will be able to effectively integrate the many disciplines into any course of study.

To graduate as a secondary (grades 7-12) social studies teacher, a minimum of 60 credits* must be earned from the social studies disciplines:

- 30 credits in a major area
- 12 credits in either United States or World History/Studies
- 9 credits in either United States or World History/Studies
- 9 credits in a fourth social science discipline

In addition, 6 of the above credits must be in current international/global studies

To graduate as an elementary (grades K-6) teacher, a minimum of 18 credits must be earned in the social studies disciplines:

- 3 credits in United States History
- 3 credits in World History/World Studies
- 3 credits in Political Science
- 3 credits in Economics
- 3 credits in Global/International Studies
- 3 credits in Geography

To graduate as a middle/junior high school (grades 5-8) social studies teacher, a total of 30 credits must be earned in the social studies disciplines:

- 18 credits as outlined in elementary school teacher graduation requirements
- 12 additional credits in the social science disciplines

To graduate as a social studies/language arts teacher at the middle/junior high school level, the same 30 credits must be earned as outlined above.

*all credits are listed in semester hours

RECOMMENDED SOCIAL STUDIES TEACHER PREPARATION PROGRAM (cont.)

Knowledge of social studies content is only one of two major elements needed to be a social studies teacher. The second element is a professional education program where an undergraduate student learns to teach. A prospective teacher needs knowledge of educational theory, application of theory to the classroom, knowledge of the teaching profession and opportunities to work with students. The following guidelines are designed to facilitate the professional growth of the teacher-candidate.

It is recommended that every social studies teacher education program include the following topics and processes:

- . a verification of interaction with children in a learning environment (e.g. teacher aid, coach, club sponsor, tutor) during the freshman or sophomore year as one criteria for admission to the teacher education program. This experience would help to ensure that teacher candidates have a demonstrated desire to work with young people;
- . a focus on questioning techniques at the knowledge, comprehension and application levels and higher level questioning techniques at the analysis, synthesis and evaluation levels as applied to the respective content area;
- . a focus on classroom management techniques and an examination of learning theory and styles. The emphasis should be on the realistic application of techniques and theories to classroom practice;
- . a focus on the institution of education in the United States, issues and trends in education, the legal implications of teaching, accountability, and changing educational theory and technology;
- . experience in teaching students with special needs including low and high achievers and an understanding of "mainstreaming";
- . an elementary, middle/junior high school or secondary level methods program to include specific social studies methods and strategies and their application in the classroom. An additional focus should be on creative problem-solving processes.

RECOMMENDED SOCIAL STUDIES TEACHER PREPARATION PROGRAM (cont.)

- opportunity to find, create and evaluate appropriate teaching materials and resources including audio-visual, printed materials, simulations and computer resources;
- a full semester of student teaching to include two different classroom experiences;
- the assigning of an experienced teacher and/or university professor with a first year teacher to provide support and assistance.

RECOMMENDED CERTIFICATION AND RECERTIFICATION REQUIREMENTS FOR SOCIAL STUDIES TEACHERS

State Teacher Certification Requirements for Social Studies Teachers:

1. A candidate must meet the Task Force proposed basic graduation requirements as a condition for certification.
2. Minimum state certification requirements for teaching a specific social studies content area shall be 9 semester hours or the equivalent college/university credits in that area.

RECOMMENDED REQUIREMENTS FOR RECERTIFICATION AS AN ENDORSED SOCIAL STUDIES TEACHER

The minimum credits be increased from 6 to 9 or the equivalent as follows:

- 3 credits must be in a social studies discipline
- 3 credits must be in a teacher training course (i.e., a course that focuses on teaching methods and procedures)
- 3 additional credits in any approved program

ADDITIONAL TASK FORCE RECOMMENDATIONS

The body of the Social Studies Task Force report includes specific recommendations in response to the charge provided by the Colorado Board of Education. The recommendations listed below are not specifically covered in the report.

The task force addresses all recommendations to the Colorado Board of Education and all local school districts: boards of education, administrators and social studies educators. The desire of the task force is that the recommendations be adopted.

1. It is recommended that local districts provide the necessary funds to establish and support a K-12 social studies curriculum.
2. Social studies is a K-12 learning process. It is recommended that a minimum of 150 minutes per week in the primary grades and 240 minutes per week in the intermediate grades be allotted to teaching social studies.
3. Social studies education is most effective when class size facilitates small group activities. It is recommended that pupil-teacher ratios in social studies classrooms be kept at levels that facilitate the use of small group strategies.
4. It is recommended that computer-based education facilitate student interaction, higher level thinking skills and creative learning experiences.
5. It is recommended that school districts commit themselves to the provision of current materials, meaningful inservice programs and systematic textbook adoption processes. In addition, teachers should be encouraged to utilize the resources of the community as well as various professional organizations and agencies.
6. It is recommended that a process be established by each local district to ensure the articulation of a coordinated K-12 social studies program. Further, that a process be established to encourage communications among social studies teachers and teachers of other disciplines.

ADDITIONAL TASK FORCE RECOMMENDATIONS (cont.)

7. It is recommended that social studies programs provide learning experiences beyond the formal classroom that involve students in community activities.
8. It is recommended that changes in social studies programs involve input from students, teachers, administrators, parents and community members. Programs need to be responsive to on-going educational research.
9. It is recommended that the Colorado Department of Education establish a social studies informational clearing-house and provide technical assistance to local school districts through a state-level social studies coordinator.
10. To ensure that the social studies program has accomplished the desired student outcomes, it is recommended that a goal and objective-based evaluation system be implemented in each district.
11. It is recommended that within three years the Colorado Board of Education and the Colorado Department of Education provide for a follow-up evaluation of the impact of the task force report on social studies programs in the State of Colorado.

DISSEMINATION

In an effort to facilitate the dissemination of the Social Studies Task Force recommendations, the report will be distributed through the auspices of the Colorado Department of Education and the Colorado Council for the Social Studies. In addition, upon request to the Colorado Department of Education, task force members have agreed to provide further information on the work of the task force. Resources for social studies planning and programs are available through the Colorado Department of Education.

IMPLEMENTATION

To implement the task force recommendations, the following are suggested:

1. Colorado Department of Education construct a questionnaire that will accompany or follow the task force report when it is sent to each school district in Colorado.

The purpose of the questionnaire is to gather data on the current status of social studies in each district as it relates to the task force report.

A follow-up survey will be conducted in eighteen months to determine what impact the task force recommendations have had on social studies education in the State.

A third survey will be administered in three years to provide additional data on the task force recommendations.

2. Colorado Department of Education assemble a collection of specific social studies competencies (knowledge, skills, attitudes) and social studies programs resources which would be available to local districts upon request.